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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Florida's Prosperity

NO state liveth unto itself alone, and Florida's unprecedented prosperity has greatly benefited the entire South and half of the Northern States as well.

Florida is almost the only state in which we have not been for two years, and yet life has been more worth while, though we have made no investments there, good or bad.

We have had better train service, better bus and taxi service, better hotel service, better attention in stores and restaurants all through the United States because of the prosperity of Florida. There are more trains and better trains, more Pullmans and better Pullman porters in half the states of the Union because of Florida's outlook. There are a thousand hotels that have improved in every respect, giving more of comfort and better personal attention because of Florida. From Maine to Michigan, from St. Paul to San Antonio we have felt the Florida atmosphere of hoping to sell you something by catering to your comfort and pleasure.

There are better highways and cleaner byways, more attractive front yards and less rubbish in back yards.

In no two years has there been such a universal change in personal appearance, in general cleanliness, in thoughtful attention as in the last two, and there are many demonstrations that much of this results from the New Florida.

We know several people who are poorer in purse because they have been easy victims, and some who have become rich by attention to the business of being prosperous when and where prosperity was in the atmosphere, but the great multitude of Americans whom we represent are neither richer nor poorer because of Florida, but have found more comfort and more satisfaction in living because of the Florida atmosphere, which affects every enterprising man who has anything to sell to anybody.

Real Civics

THE State of Massachusetts is to publish for the schools of the state a booklet regarding the election laws, which have become so complicated that few citizens in these busy times take time to understand them. The voter is not interested until the time comes to act on them, and then the pamphlet has been misplaced often. The place to master the details is in school, and the student can enlighten his busy parents.

On the twenty-seven days immediately following the Washington meeting of the Department of Superintendence our editor-in-chief lectured in eight states, in eighteen cities, at conventions, colleges, city teachers' associations, Rotarian, Kiwanis and Lions Clubs.

Education as World-Builder

DR. ERNEST C. MOORE has rendered important professional service in an "Introduction" to Thomas Davidson's "Education as World Builder" (Houghton Mifflin Company), which gives an exceptionally valuable account of the leading facts in his life. Thomas Davidson was greatly admired by Dr. William T. Harris, who was the closest personal philosophical friend of Dr. Davidson duing the last twenty-five years of his life.

Dr. Davidson made an heroic effort to continue the Concord School of Philosophy idea in Connecticut, but it never appealed to any considerable number of persons in Concord or at Farmington, Connecticut. But Dr. Davidson rendered an important service in courses of lectures. He was a more successful lecturer than was Dr. Harris.

We have read "Education as World Builder" with interest. It were well to have this widely read by scholars and statesmen today, but we fear that it will not be. We select a few sentences:—

"If the world is narrow, the life will be narrow; if it contains but small motives and beggarly ideals, the life will be meagre and bare. . . . If the world be large, and the values duly ordered, the life will be rich, full and lofty. There are as many worlds as there are men. . . . The small well-ordered world gives us the ordinary respectable citizen, who conforms to the current morality, offends no one, attends to his family and his business, leaves a good name behind him, and has a gravestone in the cemetery. Such men form the stable element in every society, and it is well that there are many of them. . . . The large well-ordered world gives us the saints, heroes, and benefactors of humanity, the thinkers, statesmen and reformers, the introducers of ideals, the founders of institutions."

In "the centres" in Buffalo those preparing to be eighth grade teachers stay two years, others one year.

Beautification Contest

THE celebration of Arbor Day will be given fresh interest in many states this year because of the national playground beautification contest which is being conducted by the Playground and Recreation Association of America. Recreation departments, playground committees, schools, park commissions, American Legion Posts, parent-teacher associations, women's clubs, chambers of commerce, and other organizations in 180 cities which have entered the contest and which are beautifying their playgrounds in anticipation of winning national honor and cash prizes of either $100 or $550, are being asked by the contest committee to utilize Arbor Day as one of the most appropriate occasions for the beautification of their play fields.

With the current interest in improvement of play spaces, it is expected that many cities not competing in the contest will also select Arbor Day for the planting of trees, shrubs, vines and flowers about the school grounds and on play and athletic fields as a part of the general beautification movement.

On Arbor Day the special interest of the children will be enlisted by summoning them to do the planting or to engage in other beautification under the direction of a nurseryman or landscape architect. A ceremony, including a brief address on the meaning of Arbor Day, reciting of verses, songs, stories on noted trees, and dedication of the plantings may accompany the planting.

Arbor Day is celebrated at different times in different states, but the majority of the states have selected days in April or May.

The New Photography

LABOR-SAVING devices are multiplying indefinitely. The Photo Static Process, or photographic records in the county offices of Cook County, Illinois, saved the county $326,991 in 1925. There are no errors in records made by photography.

The new knowledge of the heavens is due almost entirely to the photographic camera, which makes a clear picture of the stars in the other universe which is 700,000 light years away.

Pure Breed Prices

WE recently called attention to the purchase of a queen bee for $500. Now we can report the value of "Hazel," owned by George B. Ferris of Grand Rapids, Michigan. She laid 293 eggs in 365 days, and is worth $5,000, or $1,000 a pound at five pounds. She is a White Leghorn.

"Red Top," a rooster owned by I. J. Overman, of Marion, Indiana, is a $3,000 rooster.

New York University is to have a summer school in fine arts in Paris this year.

Everybody, Everywhere, Every Day

By A. E. WINSHIP

SAVING one hundred per cent. of boys and girls everywhere is the great business of civilization.

There is no patent device, no psychological trick that can do this. It can only be done by the united skilful effort and infinite patience of parents, teachers and everyone who has opportunity to influence boys and girls.

The spectacular saving of an occasional boy or girl has led us to place undue emphasis upon spasmodic effort.

Revere, Massachusetts, a city of 30,000 people, adjoining Boston, has the only public school in America named for Louis Pasteur, the famous French scientist, who discovered and magnified the germ theory of disease.

We said to Superintendent McGinnis: "A physician named that school."

"Oh, no," said the superintendent. "It was named by a letter carrier. He is still on the School Board, chairman of the board. He will be at luncheon this noon."

At the luncheon I said: "I was at the Louis Pasteur School this forenoon, Mr. Riley."

"I named that school," said Mr. Riley.

"How did you happen to do it?" I asked.

"When I was a school boy in Bangor, Maine, a physician gave a lecture on Louis Pasteur, and I have never got over the influence of it. The first opportunity I had I named a school for Louis Pasteur."

There have been many such instances of personal inspiration. I have delivered many addresses to high school and college students, and there are several cases of remarkable influence noted from these addresses.

Granting the greatest possible results from all such inspiration the effect is practically negligible. The world will be benefited by every such personal influence, but that will never meet the need of America. There must be set in motion forces that will not allow one child to escape, and one hundred per cent. must be the aim. Averages belong in the ox and jackass age.

Hoof and mouth disease develop in a state, and no adjoining state will allow any cattle to cross the boundary.

A "survey" would be idiotic if its purpose was to find the "average" number of cattle crossing the boundary that had the disease.

Chicago decided to have pure milk, and scientific attention was provided to determine whether or not one cow in a given herd failed to meet the tuberculin standard. They did not report the "average" number of tainted cattle in a herd.

If in a herd of one hundred cows one was infected, that dairy could not send milk to Chicago. The herd must be one hundred per cent. free from the danger element.

The home and school, parents and teachers must save one hundred per cent. of the boys and girls or we fail to meet our responsibility.

In April, 1926, a girl of fourteen after her morning bath stayed in the water in the bathtub while she used the electric curling iron. The electric current short-circuited, and she was in the other world instantly.

She may have had one hundred per cent. in reading, writing and arithmetic, but that was of no avail if she did not know the danger of short-circuiting. Her father may have written to the legislators the day before that he wanted laws to cut out all fads like short-circuiting. The death of that girl may be charged up to the account of every man who opposed teaching anything but reading, writing and arithmetic.

The home and the school must know everything possible that will help to produce one hundred per cent. safety with boys and girls for the first eighteen years of life at least.

One hundred per cent. in aristocratic subjects, in traditional subjects, in the subject methods of twelve years ago, will not save any teacher, principal, supervisor, superintendent, member of a Board of Education, preacher, lecturer, or editor who claims that one hundred per cent in out-of-date things must exclude knowledge of short-circuiting and innumerable other things never dreamed of twenty or twelve years ago.

One hundred per cent. perfection in knowledge of Babylon or of Jerusalem in the distant past will not insure the life of a driver of a machine who does not know and heed the traffic rules of the city he is in. A knowledge of the traffic rules of El Paso will not keep a Los Angeles man out of jail if he does not know and heed the traffic rules of Los Angeles.

Ninety per cent. "average" knowledge of the traffic rules of Chicago will be of no avail to a driver if he ignores the conditions of the ten per cent. that he does not know or heed.

Every person responsible for his influence upon any child, any boy, girl, or youth any month of the first eighteen years of life is guilty to the end of the limit if by neglect, faulty philosophy or fragile psychology he fail to do all in his power to give children, boys, girls, and youth one hundred per cent. protection.

Character Chats

By JOSEPH B. EGAN, A. M.

This is the second installment of "Character Chats"—a regular weekly feature of the Journal of Education.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

No other course in moral instruction is needed in a schoolroom where these messages are used.

Mr. Egan wishes to caution the teacher most explicitly not to comment upon these letters to the class, but to read them aloud, one each day, then let the class discuss them. The teacher should take no part unless the children appeal to her for an opinion. Otherwise the effect will be ruined.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

MONDAY

False Faces

LAST night as I walked down the street on my way home I suddenly came upon a queer little figure sitting on a doorstep. It looked very much like a little boy, but the face and head belonged to a terrible ogre. When I saw it I thought of the dreadful giant Jack the Giant Killer killed, only this giant was so very little and so very timid about his fierce business of scaring folks into fits, that I couldn't help smiling a little and asking him where he had bought such an awful false face.

That's just what all of us should do when we are confronted with other false faces all through life. For instance, a boy is asked to smoke a cigarette. He refuses and the crowd laughs at him, and says he is a baby. The crowd is just trying to scare him with a false face that looks like a baby. If the boy laughs and tells them to try another, the crowd pulls off the false face and becomes just a number of boys again.

A girl is tempted by another girl to disobey her mother. The other girl puts forward all kinds of reasons why she should do so. These reasons are just so many pleasant-looking false faces. If the girl laughs and says: "I guess not, I am going to do as my mother telis me," she pulls off all the false faces and discloses a shamed little girl on the other side of them.

And so it is all through life. Persons and things are always putting on false faces to lead us astray or scare us, or influence us one way or another. We need never be afraid of pulling their false faces off, for they come loose easily and always, behind them, will be found the cause of all the trouble.

People have led miserable lives because of their fear of false faces.

People have been scared to death by false faces.

People have been led into all sorts of misery by following the advice given by false lips in false faces.

So let us look about us and detect the wearers of false faces, the liars, the dirty story tellers, the trouble-makers, and all the others who spend their time getting the rest of us into some sort of misery.

TUESDAY

The Two Baskets

THERE was once a little boy who never said "Thank you!" His father gave him a nice bed to sleep in and he just slept in it. His mother gave him a good dinner each day and he just ate it; his sister gave him a new necktie and he just took it; his brother lent him his sled and he just slid on it; his play-

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mate gave him a stick of candy and he just gulped it down.

Now there happened to live in that country a beautiful fairy called Common Courtesy. She was always somewhere near when people were doing thoughtful things for one another, and whenever any one said: "Thank you!" she flew near by and dropped a tiny golden flower right into his soul. Of course the person saw only a lovely butterfly, but that was because his eyesight was not good enough to see the fairy in the butterfly; in any case the little golden flower sent up a sweet fragrance that made the person happy for an hour afterwards.

Now this fairy heard about the little boy who never said "Thank you!" and she felt very sad, and said: "My, my, what a selfish little boy. I must do something about." So Common Courtesy sat on one of her thrones, which any of you can see in any violet you pick, and thought and thought for at least ten minutes. Then she thought and thought for at least ten minutes more, for you see it is very hard to find a cure for little boys who never say: "Thank you!" At last the fairy flew over to where the boy lived, and said to the boy's father: "You must spank him well."

The father did and the little boy said: "Outch, I am hurt."

Then the fairy said to the mother: "You must send him to bed without his supper," and she did, and the little boy said: "Outch, I am hungry."

Then the fairy said to the boy's sister: "Don't give him any more presents," and she didn't, and the little boy said: "Outch! Nobody thinks of me any more," and so it went on every day until the little boy had said an "Outch" for every time he had failed to say "Thank you!"

At last the good fairy came to the boy himself. She came in the form of a nice lady and carried two great baskets, one on each arm.

"Here are two baskets," said she. "One is full of 'Outches' and the other is full of 'Thank yous.' Which do you wish to carry with you as gifts for people that you meet?"

I am glad to say the little boy chose the "Thank you" basket, and that he lived happily ever afterwards.

WEDNESDAY

Where Is Heaven?

A LITTLE girl asked me a mighty question a few days ago. I wish I could have justified her faith in me by answering that question as it should be answered, for it is the age-old question that human beings have been asking of each other, of the world about them, of the stars, of God Himself: the eternal question, "Where is heaven?"

If all the answers to that question were printed they would fill the biggest book that man could make. And if every answer in that book were studied, still would the human mind be unable to solve the question.

However, while no man can say where heaven is, meaning, of course, that blessed place somewhere within the presence of our Mighty Father, to which the good go when death has come to them, it is possible to tell exactly where another heaven is, the heaven of human happiness.

I once knew an invalid who for twenty years never left her bed of pain, yet her lips smiled and her words were words of cheer and happiness.

Heaven, I know, was in her heart.

I once knew a mother who lost an only son. Instead of being crushed to earth, this mother went out to do good for other mothers' sons.

Heaven, I know, was in her heart.

I once knew a father who labored cheerfully day after day to keep his family free from want, although he was so crippled with rheumatism that he could hardly walk.

Heaven, I know, was in his heart.

So I shall answer the question, "Where is heaven?" in this way:—

Heaven is all about us. Wherever a flower blossoms a door opens into heaven; wherever a bird sings we hear an echo from heavenly halls; wherever a lovely sunset gleams we see the radiance of God; wherever a cheery word is spoken we hear a greeting on a heavenly street; wherever a noble deed is done we see a worker toiling happily at a heaven-sent task; wherever a sacrifice is made we see the Master smile.

Heaven is all about us in the world through which God comes so very close to us, and in the hearts of noble human beings where God sets up a throne of majesty and splendor.

If we could only convince ourselves that heaven is all about us, we would strive to keep it free from strife and ugliness. We would not mar the splendor of its streets, nor dim its lights, nor profane its sacred places with foul words; nor sow evil seeds in its fair gardens; nor deal unjustly in its market place; nor lift up our hands in rebellion against its all-wise and all-loving King.

If heaven is all about us, and I believe it is, then everything we do is bathed in heavenly glory, and to be worthy of the fair place in which we dwell we must obey the ten great laws, which are engraved upon our souls.

THURSDAY

The Houses We Build

WE all live in little houses beside the road. Every day the world passes by on its thousand feet, looks in at us with its thousand eyes; listens to what goes on with its thousand ears, forms some opinion about us with its thousand minds.

How different each one of our little houses is! Look where you will, far down the broad highway of life, and find no two alike.

While it is true that one Great Architect drew up all the plans, he left the actual building to each one of us, contenting himself with showing us where to get our materials.

What an interesting thing it is to stroll down the broad highway and either admire or wonder over the way different people have built their houses.

Here we find a modest little home, enclosed by a sky wall, over which peep beautiful hollyhocks of gentle deeds. A skilfully handwrought gate of sturdy iron stands half open as though inviting welcome ones to enter, but capable of being closed securely against all evil-doers.

Here is a sturdy cottage of noble lines with great wide windows through which we look in on lovely furniture and walls covered with splendid pictures of mighty dreams. No fence surrounds this cottage, for it needs and wants no privacy.

Here is a rambling structure that seems to have neither beginning nor end. Its grounds are poorly kept and its walls poorly painted, with broken trellises to which hang the sad remnants of old roses of promise.

And, now and then, we come across a house that we pass quickly by, for it is dark and sombre, and has iron bars over the windows and across the doors. No beautiful thing blossoms along the hard approach; no merry laughter echoes from within; no hospitable smoke rises from the low chimney.

And now, how about our own houses, the characters that we have built on the plans of the Great Architect? Are these houses sturdy, beautiful houses around which lovely things like to cluster; roses on the walls, violets beside the path, hollyhocks laughing over the fence, birds singing in the shadowing trees, children playing in sweet innocence near at hand; houses with spacious rooms adorned with bright ideas and lighted by whole clusters of shining beautiful thoughts?

To you who are young, whose hands are still patting the clay that goes into a cranny of the wall, let me lean over the fence and venture to remark:—

"Build carefully with a level in one hand. Make strong the foundation and straight the wall, and love beauty, for it is called for in the plan of the Great Architect.

FRIDAY

Toad, Bee and Man

ONCE an ugly toad and a honey bee formed a partnership with a rich man.

Under the terms of the agreement the man was to go down into the city and slave all day through heat and cold to gain enough money to build a beautiful garden and enclose it with a stucco wall.

The ugly toad was to squat under the leaves of the growing plants and eat up all the enemy bugs and flies that came into the garden to destroy it.

The honey bee was to fly from flower to flower carrying the precious pollen on his back so that when fall came there should be a fine harvest of seeds for next year's planting.

Now the man did his work and planted the garden; the toad did his work and protected the blossoms against enemies, and the bee did his work in fertilizing the flowers.

As a result the garden grew, the flowers blossomed, and the three partners were very glad.

Now it happened that a very foolish boy lived in the neighborhood. One day as he strolled through the garden with nothing to do he saw the toad on guard under a wide leaf.

"Aha!" he cried. "Here's a toad. Now I'll have some fun." So he took the toad out of the garden and played so roughly with him that the toad died.

The next day the boy came into the garden again and saw the happy bee.

"Aha!" he said. "There's an old bee. I'll fix him so he'll never sting anything again." So he hit the bee with his cap and killed him and scattered his precious load of pollen.

That very night a cut worm came slyly up out of the ground and cut down a number of rare seedlings.

"Alas!" cried the man, when he saw the damage. "What has happened to my partner, little toad? If he had been here this never would have happened."

When fall came the man went to gather his seeds and to his surprise found the seed pods of several blossoms vacant and worthless.

"Alas!" cried the man. "Something must have happened to my partner, little bee. If he had been here this never would have happened."

Now the little boy knew nothing of all this. He did not even remember the dead toad and the dead bee.

So it goes often in life. Through a thoughtless act we break up a partnership and destroy the beauty that comes from working together.

A Department of Education

By A. E. WINSHIP

THE opponents of the bill for a Department of Education are liable to create a political crisis because of the recent joint Congressional hearing. For the first time the opponents of the Department of Education made a sharp line between the friends of public schools and the professional and traditional critics of the public schools. This may not appear to one who merely skims the surface, but any one who is familiar with the activities of recent years can but be impressed by the fact that practically every opponent is either a professional critic of public schools or is officially or otherwise identified with the traditional critics of the public schools.

These critics of public schools are responsible for raising an issue that may be politically calamitous next November. No one knows what will be the controlling factor in November. There will be but one dominant issue. There is never more than one real issue. It is always something in which every one is interested. There are sectional and international, industrial and commercial, moral and religious issues that may snarl party politics, but there is no present indication that any one of these will interest every one. The one issue that would interest all sections, all states, counties and all cities would be a line-up between the friends of public schools and their critics. There have been indications of late that the public is highly sensitive to the criticisms of public schools. If the political harbor of next November has mines floating sensitively when the political candidates attempt to sail serenely to port it is possible that the professional and traditional critics of the public schools will cause a multitude of voters to ask of every Congressman up for re-election: "Had you any part in smothering the Report on the Education Bill?" or "How did you vote on the Education Bill?" The aspiring candidate, making his first appeal to voters, will do well to be prepared to answer unequivocally: "What is your attitude on the Education Bill?" If the home folk think that the Education Bill was smothered in committee because of the surreptitious influence of critics of the public schools, so that it failed of passage because of these same influences, there are millions of parents and students who between Labor Day and election can use four-minute addresses in churches, theatres, moving picture houses, and other public meetings with the simple slogan, "Give the children the same attention you give hogs," or "Protect the public schools from their critics," or "How will he vote on the Education Bill?"

If the public school gets the atmosphere ten days will elect a public school Congress. If the public school is the issue next October it will be because Congress scorns the influence of tens of thousands of ardent friends of public schools and does the bidding of professional and traditional critics of the public schools. It will be exceedingly interesting to be alive next October if the critics of the public schools demonstrate domineerance over this Congress. The most amusing critics of a Department of Education are those who pretend to fear that state's rights will be invaded, for not one state's right is referred to that is for the improvement of the children.

Without exception they want the state to do something that it ought not to do, something that is detrimental to children. They say it may make the state have an eight-months' school for all children when the state would like to have a six-months school. It may make a state keep children in school till they are fourteen years old when the state would like to let them out at twelve years of age. It may require a teacher to have a high school education, when the state would like to hire an eighth-grade girl.

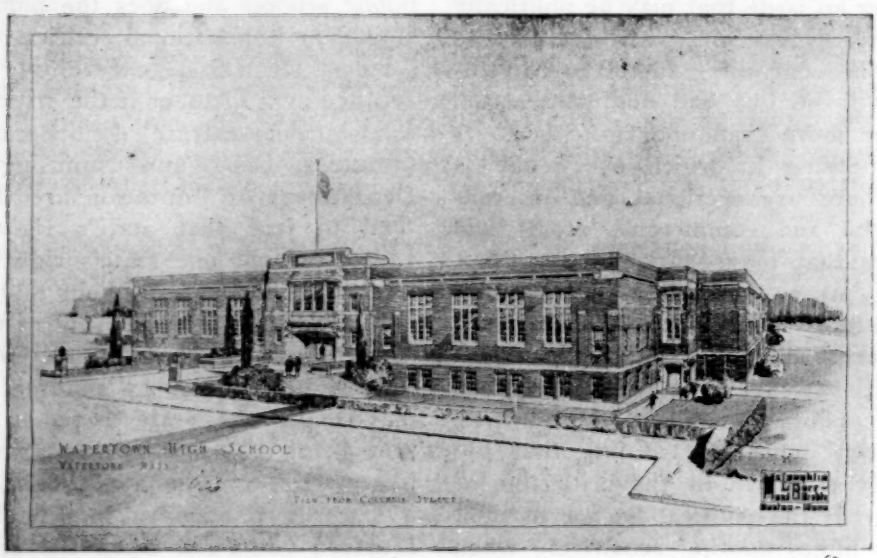
Unfortunately there is nothing in the Bill for a Department of Education that can make a state do what it ought to do for children, and every one of these critics knows this, but they say if you press them: "Yes, we know that, but a Department of Education will promote a sentiment that will tempt states to do something that it can escape doing if we can smother such sentiment."

The National Education Association is committed to the improvement of Child Labor conditions. The rejection of the Federal Amendment in so many states should arouse the fighting spirit in us. It is the birthright of every American child to have opportunity for growth mentally, morally, and physically, enabling him to function as a worthy American citizen when the springtime of life has passed and he must fight his own battles.—John F. Sims, State Normal School, Stevens Point, Wisconsin.

Watertown Builds for Future

By E. H. WHITEHILL
Principal, Watertown (Mass.) Senior High School

WATERTOWN, Massachusetts, is one of those all too rare communities which in educational affairs has the vision and the will to provide adequately for the needs of its rapidly increasing school population. During the past twenty years the total population of the town has grown from 10,000 to more than 27,000, while the school census shows a gain in the number of pupils of school age of 147 per cent., or from 1,718 to 4,254. To keep pace with this rapid growth the school committee under the leadership of Superintendent Wilfred H. Price, and with the steady support of the citizens, has followed a well-planned building program. During that period six modern brick buildings have been erected, two have been doubled in size, and plans for another have just been accepted and the money appropriated for its construction. At the present time nearly 90 per cent. of the pupils of the town are housed in these modern fireproof buildings.



WATERTOWN (MASS.) SENIOR HIGH SCHOOL

Five years ago the 6-3-3 plan was adopted. A new building was erected for one Junior High School, while the pupils of the other Junior High found accommodations in the Senior High building and an elementary building near by. Soon the increasing numbers in all grades in that part of the town necessitated part-time classes in a double shift. The solution was a new home for the Senior High School. The splendid building which is illustrated in these pages was occupied for the first time last September.

The building committee invited several firms of architects to offer plans in competition. McLaughlin & Burr, of Boston, presented the most acceptable solution of the problem involved and their plans were chosen. The committee as it began its work also had the advice of Clarence Kingsley, at that time supervisor of secondary education in the state. The architects determined upon a building of the U-type, and of the scholastic Gothic style of architecture. The building is of three stories above ground with only the boiler room and coal pocket below the surface. The material is water-struck brick with artificial stone trimming.

As community use of the building was an important factor, the plans provided for an auditorium, cafeteria and gymnasium, which are easily accessible to the public and which may be entirely shut off from the classrooms and other working parts of the building.

As the visitor enters the low-arched foyer on the middle or main floor, he sees on his left the beautiful auditorium with a seating capacity of 1,150. It is completely furnished with stage equipment, moving picture booth, and projection apparatus, including a standard Simplex machine. On the opposite side of the foyer is the spacious gymnasium, 80 feet by 66 feet, with balcony for spectators at either end, physician's office, physical director's office, and large room for storing apparatus when the floor is used for games or dancing. Underneath the gymnasium are lockers and showers for boys and girls as well as storage for athletic material. A ticket office, coat room, a retiring room for ladies over the foyer, and a similar room for men down stairs complete the accommodations for public and social occasions.

On the lower floor in the middle of the building is the cafeteria where three hundred may be seated for a formal banquet. Pantry, serving room, and kitchen with gas and electric equipment make this unit available both

for the regular lunch service and for community use.

On this lower floor also are shops for the boys, and rooms for home economics. The former include printing, woodworking, sheet metal, machine work and forging, all with adequate equipment. Cooking, sewing, homemaking, and biology are provided for, the biological laboratory including a practical conservatory. A suite of rooms left unfurnished by the committee has given the girls in the home economics course the very practical project of

MR. WHITEHILL AND HIS SECRETARY

selecting furniture and hangings appropriate to its needs.

On this lower floor also are storage rooms, dressing rooms, stage property room, and a room for visiting teams.

On the main floor directly behind the foyer is the office with the principal's private office adjoining. Rest rooms for men and women teachers, the school bank and twelve classrooms take up the remainder of this floor.

On the upper floor the school library of more than 2,000 volumes, with standard library furniture, occupies the centre of the building, flanked on either side by small consultation rooms and large study halls. The office of the dean of girls, which is also the editorial sanctum of the school publications, is a very essential feature of the school life. Science laboratories, lecture room, book room, a finely appointed suite for the art department, and four classrooms are also on this floor. A dark room is much used by our amateur photographers, while the radio room can be connected with a loud speaker in both the auditorium and the cafeteria.

While the school at present numbers about 500 the classrooms, laboratories, and shops will admit of at least fifty per cent. increase in numbers. The plan of the building is such that it may easily be enlarged to provide for another fifty per cent. Locker rooms, auditorium, gymnasium, and cafeteria will take care of one hundred per cent. increase. The foresight of the committee will prevent what so frequently happens, namely, a new building filled to capacity in its first year.

THE BANK

Watertown, one of the five towns whose settlement in 1630 marks the beginning of the Massachusetts Bay Colony, rich in historic association, has been consistently progressive in education. It was one of the first towns in the colony to establish a school and appoint a "master." The High School was established in 1853 with an enrollment of fifty-two pupils. It very early began fitting students for Harvard College and the Massachusetts Institute of Technology. Every year a goodly percentage of its graduates enter higher institutions both by certificate and examination. In this new building the town has facilities for preparing boys and girls as never before, not only for collegiate training but also to enter the various occupations open to young people today.

Equipping the Modern Way

MANY a new school building, beautiful and of ample size, has been a disappointment because inadequately equipped. Sometimes the equipment is an after-thought, and is necessarily scrimped for lack of funds. Or, where this is not the case, part of the furnishings, though ordered early, do not arrive in time to be ready for the school opening.

There is a modern method of ordering equipment which obviates all this, besides possessing many advantages. It is a method by which the school authorities issue a single order and the entire outfitting is attended to by a firm possessing judgment, experience, responsibility.

In this manner the Watertown (Mass.) High School was supplied with the interior facilities which made it a marvel of completeness. A single contractor undertook to procure all the special fittings required, from the gymnasium apparatus to the laboratory sinks, the desks and seats, the machinery for the print shop, the woodworking rooms, the domestic science department and the cafeteria.

The Lenane Supply Company, of Lawrence, Mass., was selected to handle this many-sided task. The company had been engaged for twenty years in the business of equipping industrial plants, and serving general contractors and municipalities. Within the past three years it has added educational institutions to its list of customers. Two years ago this company completed a $205,000 contract for the James D. Horne annex of Lawrence High School. This work was done under very trying conditions, as the building contractor failed before finishing the construction. The Lenane Company nevertheless performed its work to the satisfaction of those concerned, and was encouraged to go forward with the development of this interesting branch of its business.

The agreement of the contractor is to furnish and install and leave in perfect working condition every piece of equipment in the school. Every article down to the china and silverware marked with the school crest or name is provided, so that all the teachers have to do is to walk in and begin work with the needful supplies on hand and ready to use.

Great attention is given to details, as for example, seeing that wood finish harmonizes with that of the building itself. The contractor makes all electrical, gas, steam and water connections, employing a crew of competent mechanics and millwrights who set up all machinery and test it for several days before turning it over to the school authorities. Delays, accidents and confusion are thus eliminated, and the process of instruction may start at once and run smoothly. The contract is awarded in competition, and the fullest guarantees are given as to date of completion and quality of performance in all respects.

Not only is the owner protected by a bond, but insurance covering fire, theft and workingmen's compensation is carried, with the

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of the Watertown High School is controlled by The Powers System of Temperature Regulation furnished and installed by

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result that there are no lawsuits due to unforeseen contingencies, as so often happens with work of this kind.

The cost of equipping by this decidedly modern plan is apt to be less than if different types of equipment were purchased separately. The school committee or building commission is saved a great deal of time and labor, and the school plant is delivered in best of condition with everything in running order.

Where The Old High School Failed

BY WALTER BARNES

Fairmont, West Virginia

WE were brought up on Latin, Greek, French, German, mathematics, formal history, textbook science, ethics, and logic. We liked that sort of thing. It was the prevailing education a generation ago: we had the kind of mind which "took to" studies of this nature, and, as we thought we were getting an education through learning them, we were content, complacently content. Now, we are very willing, very anxious, indeed, to see such subjects eliminated—eliminated, at least, as required subjects in both the high schools and the "liberal arts" colleges. We have changed our mind totally, or rather, our mind has been changed totally.

We know now with great certainty that the old type of education did not really educate, not only did not educate those who were unfitted for it, but did not educate even those who were fitted for it. The proudest claim ever set up by the older education was, that it trained the mind. We know now—we ought to have known then—that the only way to train the mind is, if we may quote what we wrote some years ago, to "set the intellectual agencies, all of them, without regard to which is which, to work on a succession of genuine tasks and problems, of immediate importance because of individual import to the persons concerned; then you will train them to solve related problems. Engage the children in a great variety of these problems and activities and continue it long enough and you will 'train their minds,' as we say—there is no other way to do it."

Latin and geometry never trained anyone's mind: the utmost they and other remote and abstract studies could do—or can do—is to give minds, not training to think but training to think about Latin and geometry—and, since the problems and intellectual activities involved in solving the problems of Latin and geometry are exceedingly narrow and specific and rarely used in the thinking people are called upon to do in life, such training has never been of general value. There is no general training, there is no large transfer of training from a narrow field to a large and general field. Take a child through geometry, and you have taught him geometry, and only insofar as geometry is useful for its own sake in life has it any justification in general education.

There has always been proof that the older education did not educate. We all know, we graduates of the older schools, that all we got out of school was what we got out of our athletic and fraternity life, out of friendships, out of our clubs and organizations, out of our sidelines, our outside interests. We personally went through an old-fashioned academy and college without doing any but the most perfunctory and superficial thinking in the classroom or about the subjects: we "studied," we did the work we were told to do—and we did our thinking while running the school paper or reading or talking with our friends or getting up a debate for the literary society. We did not get our education, our training for life out of our studies or out of our studying. Why not? Because the things we were studying were so vague, so remote from our lives that they did not call forth our intellectual powers. It is utter foolishness to contend that what we were learning in the Latin class was of value to us in carrying on the really important activities of college; how, then, could it be of value to us in carrying on the activities of life since we have graduated? We believe and we assert with all sincerity that if in the classrooms we had been studying subjects of immediate value, subjects which had to do with life, with the genuine materials of life; science, psychology, sociology, economics, geography, vocations, and the like—we are certain we would have done some thinking, some thinking about life, and hence we would have had some training in thinking.

We know now with great certainty, that the only way to train *for* anything is to train *in* the thing. The older philosophy of education was based upon the doctrine: "Education is a preparation for life." The schoolmasters of a past generation and the schoolmasters of today—and the editors of today who are living according to the educational philosophy of a past generation—think of school as a getting ready for life; the modern educator thinks of school as a part of life, an agency wherein we learn to do better the desirable things we are

doing and would be doing if the school did not exist. Therefore we wish the studies and activities of the school to deal with life, with those interests and enterprises and activities which touch life directly and immediately, which arise from life and which carry back into life—the present life, the year in which we chance to be living at the time—its results. The languages, mathematics, formal science and formal history and studies of that kidney do not have, can not have any immediate effect upon the lives of high school boys and girls. Their only defence is that they prepare for life some years hence. And since, by the time those years have come, boys and girls have forgotten all the knowledge so painfully acquired, have lost the skill by which they acquired it—where is the profit?

Studies are not to be prized for their difficulty but for their content.

[From West Virginia School Journal.]

Wayside Jottings in Australia

[Continued from April 8.]

By L. H. PUTNEY

What shall we tell the readers of the Journal about Australia's schools? As in the United States, education is strictly a state matter. In Australia, however, they do not even have a federal "bureau." It follows then that there is no Australian system, although education in the several states shows much similarity, due in part to the interstate conferences held from time to time. Judged by our American standards the schools are poor, indeed. It has been a long time since we have seen such overcrowded classrooms as are to be found in all the states except Queensland, even in the newer buildings—fifty pupils to the teacher when the enrollment permits is an ideal condition (in Queensland a teacher is provided for every thirty-five pupils in average daily attendance). The equipment is made in government workshops, and much of it is obsolete—even in Melbourne and Sydney we saw old-fashioned benches in use, and hardly anywhere anything more modern than double desks. Usually the children were crowded into rooms not half large enough, and, except in the newest buildings, constructed with almost no regard for lighting. Only in a few of the most modern schoolhouses did we see any heating arrangements other than open grates. In a certain city school, picked out for us to visit by one of the department chiefs, groups of two rooms actually were heated (?) by single grates which were placed in the connecting doorways. It is needless to say there were no doors. That the children learn at all under such uncomfortable conditions is a tremendous tribute to their ability to concentrate.

In all the states elementary education is free and compulsory, but usually if the pupil does not complete the course by a prescribed age he must pay tuition, or leave school, which is the more customary procedure, we understand. Although fees are charged for attendance at the higher schools, the several state governments grant scholarships, known as "exhibitions" and "bursaries," in such large numbers that a considerable part of their students receive free tuition and often boarding allowances as well. Except in Queensland these aids are secured invariably as the result of competitive examinations; there, any pupil who completes the primary school and passes the so-called "qualifying examination" is entitled to a scholarship in either a state high school or a private "grammar school." In New South Wales, on the other hand, high school facilities are provided for only a part of the pupils who pass the qualifying examinations, the places going without exception to those who make the highest grades. For the less fortunate ones there are innumerable private secondary schools, or the technical colleges and domestic art schools. These latter institutions correspond somewhat to our manual-training high schools, although unlike the latter they are not of equal academic standing with the regular secondary schools. One interesting feature of the technical colleges is their night sessions designed especially for young persons apprenticed to the trades. Frequently these night sessions have a larger enrollment than do the day.

The real function of the secondary school is to prepare for the university (there is a university in each capital city); consequently its curriculum and standards are indicated very largely by that institution. There is no such thing as entering the university on high school credits as in the United States. Instead, all candidates for admission must sit for matriculation examinations set by the university authorities, except in New South Wales, the source of most of Australia's educational innovations, where now "leaving certificates" issued by the Department to pupils who have finished certain high school courses and have secured the required "passes" on examination are accepted for matriculation. The matriculation examinations may be taken at the end of the fourth year (most Australian high schools have a five-year course) and cover the prescribed subjects

throughout the entire course. Apparently the passing mark is low (50 per cent.) to make up for the severity of the examinations. Few, indeed, of our high school graduates could pass the papers set in Latin or English, we are sure.

Everywhere in Australia education is centralized to the *n*th degree. Some of the high officials told us that there was considerable agitation looking toward a certain amount of decentralization. In each state there is a Minister of Education, a politician who comes and goes with the government. As a rule he knows little about the schools and is content to leave all details beyond the determination of policy to the director and his staff, who are permanent officials. For administrative purposes the state is divided into a number of inspectorial districts and an inspector represents the Department in each. There is absolutely no local control, although sometimes there are school committees which busy themselves raising funds privately for the improvement of their own school, somewhat as our parent-teacher associations do.

In New South Wales and Queensland textbooks are furnished free to pupils in the primary schools, but they may not be taken away from the school premises. Most of them are printed in the government printing office. In the other states the pupils buy their schoolbooks. The actual books used are invariably prescribed by the department. Some years ago all the states except Queensland did away with basal readers beyond the infant classes (grades 1 and 2) and substituted school journals. Once a month the departments publish small papers in two or three parts, filled with what the several editors think would make good reading material for the different classes. Judging from the numbers we examined we would not recommend the idea to our readers, although it does make available to children in the back blocks a certain amount of current information which they otherwise would not have. In all the states we found the departments alert to the importance of much supplementary reading but wanting books that would cost only a few pence each, owing to the unwillingness of the parents to spend much money for schoolbooks. School libraries are encouraged by the government, which matches, pound for pound, all money raised locally. As a rule the books bought must be selected from an approved list.

The training of teachers is wholly in the hands of the Department. In each capital city there is a training college offering a one or two-year course in the science of teaching together with a certain amount of practical teaching in practice schools. The standards are often low because completion of a high school course is usually not essential to matriculation. Frequently, however, you will find a number of university students taking the work as a sort of "extra," and sometimes its principal acts as a member of the university faculty. From outward appearances New South Wales has the best training-college. It is located in a thoroughly modern building which is equal to any of its size back home, and the equipment is all that could be asked. Moreover, its vice-principal not only is American-trained, but is American-experienced, having taught for a time at Teachers College.

New South Wales requires all its teachers to do their first two or three years of teaching in the back blocks, and later to procure a promotion to a higher classification they must go back to the country. Although this helps to secure for that state sufficient teachers for her rural schools, it tends to keep out of the profession many city-bred girls whose mothers are unwilling for them to go so far from home. In Victoria, where no such rule prevails, there is a marked scarcity of properly trained teachers. Even in the large city schools we were impressed with the undue proportion of student-teachers in the staffs. To our question as to how it worked, we learned from the headmasters that it was their greatest handicap.

Throughout Australia the school year closes about the middle of December and the new year begins early in February. The last week of school is devoted largely to examinations, in the lower forms for promotion to the higher and in the senior forms for "qualifying certificates" and university matriculation. All of these latter examinations are very impersonal. As a rule the candidates learn the result by watching the newspapers. Commencement or graduation exercises are unknown. As a sort of substitute there are prize-awarding exercises. In every school prizes are awarded in number for proficiency in all sorts of things. These prizes usually consist of books and are given both by the local committees and by individuals. We would not dare hazard a guess as to how much money is spent each year for them, but we do know that for several weeks prior to the closing of the schools the booksellers are busy day and night trying to keep up with the orders. Every bookshop of size, and Australia has many, devotes large space to its prize book department. Sometimes the books are beautiful editions of standard authors, but often they are selected more because of size than quality, we fear. So insistent has become the demand for bulky children's books that this year several English publishers are actually printing their books on cardboard as heavy as that used for visiting cards.

In our opinion, the best thing Australia has evolved educationally is her correspondence schools for children living in remote back blocks. Even though schools are established for much smaller groups than in the United States—in New South Wales for as few as six children—still there are thousands of youngsters that would be wholly deprived of an education were it not for the correspondence schools. These "schools without children" are located in the capital cities, sometimes in the education building but frequently on the outside. They keep the same school year as the regular schools. Each school has its principal, who is assisted by a staff of expert teachers and a corps of typists. Lessons are prepared in every subject of the primary school curriculum, grade by grade, mimeographed, and frequently illustrated and colored. These are mailed each week to the parents or guardians of the children enrolled, together with "helping directions" for whoever is to supervise the work. At the end of the week the work sheets are returned for examination and correction by the teachers. After this they are sent back with suggestive criticisms. Each teacher has her own group of children and the relations become so personal that the boys and girls write them letters about all sorts of matters, and frequently enclose photographs that they or members of their family have taken. As a rule the same teacher carries the child through the different standards (grades). To our question as to how these children compared on examination with those taught in the regular way, we were told that in most subjects they were equal if not superior. Of course, they would be at a disadvantage in subjects requiring oral instruction. At the South Australia correspondence school in Adelaide we were shown a letter written his teacher by a boy who had just taken the qualifying examinations after completing the course. To do this the little fellow actually had to travel over 150 miles, most of it on a camel. It may be interesting to learn that in the interior of Australia thousands of camels are used for transportation; indeed, without them the construction of the Transcontinental railway would have been almost impossible.

We wonder whether there are not states in our own country where similar correspondence schools could be organized with advantage. For the benefit of any persons interested in the idea, we would say that we have sent back sets of lesson sheets that may be borrowed for inspection by making application to the Educational Department of Messrs. Little, Brown & Company, 34 Beacon Street, Boston.

Most of the educational leaders in the several states seem to be well read and anxious for their schools to keep abreast of the times. As a result you find Montessorian methods much in evidence in the infant classes, which as a rule are usually under a headmistress of their own. For the upper standards the so-called Dalton Method has been imported from England and adapted more or less to Australian conditions. The primary school courses of study bear much resemblance to our elementary school courses, except for the emphasis placed on mental arithmetic and on memorization of poetry. Drawing is taught more from the geometric standpoint than from the freehand. In geography much attention is devoted to map drawing and location of places, as is witnessed by the following questions taken from the recent qualifying examinations set in Victoria: Draw a map of the North Island of New Zealand, inserting and naming on it two towns, one river, and one mountain peak. Give the position of each of the following places, and say for what each is noted: Belgrade, Seattle, Warsaw, Cologne.

It was interesting to see how much the children knew of American history. Indeed, in almost every history examination there will be one such question as: "Give a short account of the services rendered by George Washington to his country," or "Why did the Pilgrim Fathers leave England? Where did they finally make their homes, and when?" In this connection we would say that in the higher schools world history receives much less attention than back home. Where it is taught an American textbook is almost invariably prescribed. Although some of our American poets are extremely popular in Australia, so far as we could find, no attention is given to the study of American literature in any of the higher institutions of learning. As with us, religion is not a part of the course of study, but opportunity is offered the different denominations to furnish religious instruction in the schools once a week to such pupils as may desire it.

We found only one American educational publishing house represented in Australia (Ginn & Company). Apparently the textbook business is conducted much as in the United States, except that sample books are sent out less generously. Most of the school people, especially those connected with the universities, are rather formal, and more or less a source of dread to the younger bookmen. One of the latter told us rather enviously that there was one man who was not afraid of them, and that he had seen him more than once rush into the sanctum of one of these old dons without so much as saying "by your leave," slap him on the shoulder, and say: "How are you, John? Let's go and have a drink."

Everything considered, it is our opinion that

the teachers and pupils in Australia work much harder than do those of our own country. Thus do they overcome in a most remarkable degree the many obstacles under which they labor. We wish that they might know of the real America, for unfortunately many of them have a wrong idea of our people and our ideals.

Wisconsin Normal Schools

By A. E. WINSHIP

THERE have been several reasons why I have been vitally interested in the Normal Schools of Wisconsin for more than forty years. First, is the fact that before Albert Salisbury became principal of the Normal School at Whitewater we were closely related as secretaries of two of the national societies of the Congregational Churches of America, and our intimacy continued as long as he lived. It has also happened that I was closely associated in various ways with many of the principals of the State Normal Schools of the state, and since State Normal Schools have been my major professional interest in the past twenty years I have been keenly interested in the activities of William Kittle as executive secretary of the State Normal School Regents. As this year is the sixtieth anniversary of the opening of the first State Normal School of Wisconsin it is worth while to magnify their history.

In 1866 a State Normal School was opened at Platteville. In 1868 one was established at Whitewater, in 1871 at Oshkosh, in 1875 at River Falls, and in 1885 at Milwaukee, so that within twenty years five State Normal Schools were established. In 1894 the Stevens Point School was opened, in 1896 the one at Superior, in 1909 at LaCrosse, and in 1916 at Eau Claire. The last five of these schools have been established since my interest in education in the state has been acute, and for various reasons I have been greatly interested in the evolution of the Normal Schools into State Teachers Colleges throughout the country, especially in the last twenty years in which Mr. Kittle has played an important part, years in which Wisconsin has been in the forefront of several leading educational creations.

Thirty years ago there were only five State Normal Schools in the country that had any appreciable number of high school graduates among the students, while twenty years ago the high schools had multiplied so rapidly that in half of the states about one half of the students had been to high schools, and in some states only four-year high school graduates would be admitted. Twenty years ago, therefore, was the great turning point in the professional preparation of teachers for elementary and rural schools, and Wisconsin was in position to be of important service in this professional adolescent condition, and it was then that William Kittle came upon the scene as executive of the State Board of Regents.

Wisconsin has the eminent distinction of being the only state in which the State Normal School Regents have maintained a central office for more than sixty consecutive years, and has had a central office headed by the same efficient executive secretary during these significant twenty years.

For more than sixty consecutive years the State Normal School Board of Regents of Wisconsin has carried on a continuous and progressive policy in the development of teacher-training. This has no parallel in continuity of administration elsewhere in America.

The Board of Normal School Regents in Wisconsin consists of ten members who are appointed by the governor and, in addition, the state superintendent of public instruction serves as an ex-officio member of the board. Under the administration of this board, with Secretary Kittle as its executive officer, one of the most highly centralized normal school systems in the United States has been developed.

Due to the continuity of office and freedom from change in the personnel of the board, it has been possible to develop and carry out major policies for the development of the schools which would never have been possible under a board in which a greater amount of change in personnel and statutory organization took place.

The nine presidents of the schools are organized into a council which meets for discussion of policies and for the formulation of recommendations to the board. The board itself is organized into an Educational Committee and a Business Committee. The former has charge of all matters pertaining to teachers and instruction, while the latter has as its chief interest the needs of the physical plant and the affairs of the institutions which are not classed as strictly educational. The policies and proposals for action which are formulated by the Council of Presidents are presented to one or the other of these committees, and after sanction by that committee, go to the full board for final approval.

State superintendents have come and gone, governors and legislatures have come and

gone, normal school principals have come and gone, but William Kittle, executive secretary of the Board of Regents, has been on the job of improving teacher-training in Wisconsin for all of these critical twenty years, and to him more than to any other man, yes, than to any group of men is due the far-famed evolution of the present leadership of Wisconsin in the creation of State Teachers Colleges and their more famous professional salary schedule.

Memories of the Iowa Association

By G. W. SAMSON
Des Moines

MY first attendance at the Iowa State Teachers Association was in 1878. I was irregular for a few years, and have had continuous membership since 1886.

Holding the honored office of treasurer by gracious favor of the Association for twenty-four years, gave me the opportunity to meet and slightly know the great men and women whom the Association invited to meet and address us during all those years: William T. Harris, E. E. White, Nicholas Murray Butler, Colonel Francis Parker, G. Stanley Hall, Murat Halstead, Carroll D. Wright, J. M. Greenwood, Ella Flagg Young, N. C. Schaeffer, A. E. Winship, Booker T. Washington and others.

I could tell personal incidents of many of these people, very interesting, did time permit; and I do not forget our own Henry Sabin (teacher of William T. Harris) nor Josiah L. Pickard (teacher of Ella Flagg Young).

I look over the association programs of those years and find that they were truly inspirational, glorifying the humanities, exalting idealism, trying to teach us how to live.

Now we seem to be teaching our children how to make a living, what time we are not busy amusing them; and our association programs are much given to discussions of finance, salaries, annuities, co-operative marketing, organization, and more organization! How come? "Look on this picture and then on that."

Recently a man, once a high public official in this state and now living in Des Moines, said to me: "We are not getting returns on the millions we are spending on these great buildings." Just so! And why should we expect returns while the automobile, the movies, field sports, and jazz absorb the thought and energies of the youngsters for whom the millions are spent.

Forty years ago the association was encumbered by a bunch of self-seekers who came up to the meetings each year to manipulate the machinery of the organization. They met their finish when a bunch of men named Sabin, Seerley, Stuart, Arey, King, Harlan, Young and some others remained up all night in a hotel bedroom drafting resolutions of protest on the methods used in electing a president. But the man who had been elected got wind of the proceedings, and forestalled action by being the first on his feet at the morning session to withdraw his name. The resolutions were not presented and the association proceeded to elect Dr. King of Cornell College president for the year.

This heroic treatment by the only proper method purified the politics of the association for a generation. But now we have a few among us who are everlastingly talking about taking this, that or the other something "out of politics." It cannot be done. Politics is the life of the nation under our system of government. The only nation in which everything is "out of politics" is the autocracy, and generally speaking, the people who are trying to take things out of politics are to be regarded with a question mark as to their motive. Are they losing confidence in democracy?

Let us get busy once more and imitate the elders by kicking out the men who defile politics. The rank and file of teachers and people can be trusted. Their hearts are right. Their instincts are absolutely correct and their judgment also when they are informed. The phrase "out of politics" smacks of secrecy, inner circles and darkness. Turn on the light!

The Task Impossible

By Mary Greene,
Horace Mann School

Can you measure with a yard-stick the pure essence of a soul?
Can you weigh a personality, and gauge it as a whole?
Can you estimate, in sordid terms, the loving human touch?
Can you tell its worth in dollars, and determine just how much?
Oh, who rates a teacher's power, finds he stands on holy ground,
Though Ph. D.'s and A. M.'s may show learning most profound,
Be he super-man or demi-god, the task he would control,
Means the making, or the marring of a vital human soul.

—From Evansville, Indiana, Bulletin.

Personal and Professional

MRS. SUSAN M. DORSEY, superintendent of Los Angeles, has been honored with an invitation to accept membership in the Education Fraternity, Kappa Delta Pi. After initiation Mrs. Dorsey said she regarded it as one of the distinguished honors of her professional life.

AGNES WINN, director of the division of classroom service in the Washington office of the National Education Association, will attend the Summer Vacation course for American Teachers, July 10 to 28, at Oxford, England. The special subjects under discussion will be English literature and English history. Miss Winn will tour England and Scotland and the Continent at the close of summer school.

L. H. PUTNEY, the black-eyed, energetic, educational emissary for Little, Brown & Company, has not been seen in the Southern or Western States since last summer. The reason is that he has been discovering Australia, New Zealand, and the Straits Settlements, having developed a fondness for foreign travel which even his involuntary participation in the Tokyo earthquake and in unsettled travel conditions in China could not shake. The fact that his house is an extensive general publisher of miscellaneous, or "trade" books, has made it profitable for Mr. Putney to visit the book stores of the Antipodes, and it is safe to say that many a retail store in out-of-the-way corners of the world is carrying a stock of American books on its shelves for the first time in its history. Mr. Putney expects to arrive in the United States in August, and his educational constituents may anticipate seeing him again in the fall or winter.

PROFESSOR ROY DAVIS of the Boston University College of Business Administration has been elected president of the New England Association of Teachers of English, succeeding Charles A. Cockayne of Springfield. He is head of the English department at the college of business administration and assistant dean of the college. He is the author of several books on the teaching of English.

GRACE GLADSTONE, Teacher Training Class in Rowan County, China Grove, North Carolina, prepares country girls to do high class work in country schools largely because she prepares school districts in the county to make the young teacher a success. Here is an appeal she made to parents and taxpayers of Rowan County recently:—

"What would you think if you were to see a farmer in a big, level field plowing an infertile farm with the old hand plow? What would you think as to the time, energy, and money expended for value received? It is needless to ponder, for immediately the conclusion would be that that farmer was not progressive. He has the big, level field, but does not keep it fertile. He does not save time by using a tractor. He has no time to live, for it takes three times as long to plow by the one-horse plow as by the tractor. His one-horse plow does not turn the soil as the tractor does, for it cannot go deep enough. Thus soil energy is wasted.

"The farmer's reserve energy has been expended in the field by guiding the horse, holding the plow in the furrow and walking miles around the field instead of sitting on the seat of a tractor. He does not have the attractive home his neighbor Brown has, neither an automobile, nor can he and his family enjoy vacation trips all because of poverty. His farm yields so little to the acre. In other words, this hard working man has not come up to the standard of the present-day farming. We have no right to expect the best unless we put the best into our work. The more we have to work with the more efficient we can be and the greater will be our reward.

"The most progressive person is the one using the latest methods and tools. It may be the strongest truck to transport merchandise, the latest cotton loom, even the lady dressed in the 'latest' style is considered progressive because she is on the alert for the thing 'just out,' her tools are the best."

DR. DAVID B. JOHNSON, president, Winthrop College, Rock Hill, South Carolina, president of the National Education Association at the New York meeting, one of the three largest meetings, and second to none in interest or influence, has no rival when it comes to preparing young women to teach, either from the standpoint of professional efficiency or economy of administration.

Dr. Johnson's father was a graduate of Bowdoin College, class of 1844, went South, and was professor in one college and long time president of another college. Dr. Johnson has been a teacher of wide experience, an administrator of high efficiency, and has nationalized his acquaintance for more years than has any other college president of the South. Winthrop College was never more vigorously vital professionally than it is today.

TREND OF THE TIMES

Expeditions Off For Polar Research

With fifty-four volunteers aboard the steamer Chantier under the leadership of Lieutenant Commander Richard E. Byrd, the Josephine Ford Byrd Arctic Expedition departed from New York harbor April 5. Two specially constructed Fokker airplanes are to be used by this expedition. The group headed for King's Bay, Spitzbergen, whence the first flight will be made to Peary Land, 400 miles to the northwest. There a flying base will be established, and from that base the explorers hope to make an 850-mile flight to and around the pole, and back to the base. John D. Rockefeller, Jr., was the only principal sponsor to see the boat off. Edsel Ford, original sponsor, was detained in Detroit. Vincent Astor and Thomas Fortune Ryan were unable to be present. Success depends upon making flights before Arctic mists rise to form dense fogs which, late in the spring, will conceal the surface of the earth from flyers in the Arctic, explained Lieutenant Commander Byrd.

Captain George H. Wilkins, leader, and Lieutenant Carl B. Eielson, air pilot, of the American Geographical Society and Detroit Aviation Society's joint Arctic expedition, after early unsuccessful attempts, have succeeded in flying seventy miles further than the point reached by the steamer Karluk on Stefansson's expedition in 1913, which was the previous "furthest north" in the territory above Alaska. Wilkins flew from Fairbanks, Alaska, to Point Barrow and then northward over 6,000 square miles of unknown area without sighting land. The return to Fairbanks was successful.

All members of the French Arctic expedition are being required to subject themselves to tests in the steel caisson belonging to the aerodynamic observation station at the Lebourget Aerodrome. Only those passing the tests will be allowed to take part in the journey to the north. Exhaustive scientific preparation is being made in reference to the equipment and instruments to be used in the attempt to reach the North Pole in amphibious automobile sledges next summer.

The expedition headed by Roald Amundsen and Lincoln Ellsworth will attempt to cross the Arctic regions from Spitzbergen to Alaska in the dirigible "Norge." Under the command of its Italian designer, Commander Umberto Nobile, the "Norge" left Rome for Pulham, England, flying over France. After a thorough test of the wireless equipment it was scheduled to go to Spitzbergen via Oslo and Leningrad. Amundsen and Ellsworth join the craft at King's Bay. A crew of sixteen men will be required to navigate the "Norge" on its transpolar flight. The Norwegian Aero Club has expressed its appreciation to those who have made the expedition possible—the Norwegian and Italian governments, Lincoln Ellsworth, Colonel Nobile, constructor and superintendent, and Lieutenant Riiser-Larsen, organizer.

Italian Premier In Dramatic Events

The attempt on the life of Premier Mussolini by a foreigner (he was shot through the nose by the sister of a British peer, April 7), was followed by manifestations of almost delirious joy when the Italian public learned that he had been only slightly wounded. This attempt to assassinate him seemed certain to add the glamour of martyrdom to the idolatry with which he already was regarded by the masses. Referring to his spectacular departure for North Africa the following day, the Italian dictator declared that his voyage to Libya contained no menace. His written statement added that "in spite of the pageant presented by our warships, my voyage is merely a matter of prestige. We wish to concentrate attention on our colonies, to make them better known, better appreciated and better developed. But I refer only to the colonies we possess." A number of diplomatic representatives accredited to Rome have advised their home governments that not only has the Italian premier created a new and unified Italy, but that Fascism would most likely outlive Mussolini.

Plants Trap Living Insects for Food

While many animals are strictly vegetarian in their diet, a number of plants are carnivorous. Research in foreign countries constantly reveals new forms of plant life that subsist entirely on meat. It would seem that a plant was at a hopeless disadvantage in capturing any form of insect, yet the ingenuity of the traps they prepare assures them a plentiful food supply. The human hand is scarcely quick enough to catch a fly, but the "Venus flytrap" is more than a match for the insect despite its many eyes. The leaves of the plant are equipped with highly sensitive blades attached by hinges, so that when the prey comes within their reach the knives close together instantly. Other forms of carnivorous plants are supplied with sticky areas on certain parts of the leaves. When the insect becomes stuck fast a number of hairs quickly bend over the insect and hold it securely.

18 Billions Invested In Electric Industry

There is today invested in the electrical industry of the United States over $18,000,000,000, according to the Engineering World. The three leading groups divide as follows: Electric Light and Power, $7,350,000,000; Electric Railways, $6,184,000,000; Telephones, $3,035,000,000; total $16,569,000,000. In addition there is invested in electrical manufacturing at least $1,000,000,000 including radio production; and in telegraph and ocean cables —owned in the United States—approximately $500,000,000 and these figures added to the three big operating investments first given aggregate the huge total of $18,069,000,000. The major investments in these three great industries were made in the last twenty-five years.

Soviet Invites Private Capital

Due to the existing economic crisis and the government's desire to employ every means to resuscitate the nation's lagging industry, the Soviet government of Russia is seeking to enlist private capital in the state industries. This was brought out in a statement by Emanal Quirring, vice-chairman of the Supreme Economic Council. This is a distinct departure from the government's previous attitude respecting private capital. "Private industrialists," Quirring said, "must have the privilege of importing machinery and raw material with which to establish factories. The state cannot now neglect private capital, which, since the introduction of the new economic policy, has accumulated large reserves of money." Simultaneously, the Supreme Economic Council of the Ukraine has decided to allow private persons to erect small factories and also to form mixed companies in which the state will participate.

Convict Ship Sails With 340 Derelicts

Painted a weird combination of red, yellow, black and white, with the appearance of having emerged from the Middle Ages, "La Mariniere," the last convict ship afloat in this twentieth century of the civilized world, sailed from La Rochelle, France, for French Guiana, carrying 340 lifers and long term sentence men. It was the first human cargo in two years to leave France for a living death on Devil's Island off the coast of French Guiana. This terrible prison is without parallel in the civilized world. The French penal colony is located on three islands, some thirty miles northwest of Cayenne, French Guiana—thirty miles of shark-infested water. Devil's Island gained considerable notoriety when Dreyfus was confined there. Under a sweltering tropical sun, the convicts have to work long hours chopping wood. Snakes, ants, mosquitoes and yellow fever combine with the tropical elements to drive many prisoners crazy. Convicts who have served their time are not allowed to return to France immediately, but have to remain under surveillance of the prison authorities at Cayenne for as many years as they have served as convicts. Some of them manage to find work, but many lead a life of debauchery and theft.

America Leads In Number of Phones

The people of the United States were using 16,935,918 telephones at the start of 1926, an increase of 863,160 over a year ago, according to figures compiled by the American Telephone and Telegraph Company. For every 100 of population there are 14.7 telephones. Sweden comes next to the United States with 418,318, or 6.9 per 100 of population. Switzerland follows with 189,429, or 4.8 per 100 persons; then Germany with 2,385,177, or 3.9; Great Britain with 1,260,242, or 2.7; France 694,937, or 1.7; Italy 173,927, or 0.4.

Traffic Rules For Aircraft

As a result of a five years' study by fifty experts representing twenty organizations rules of the road for aircraft have been announced. The code has been officially adopted by the Aeronautic Safety Code Sectional Committee and the American Engineering Standards Committee sponsored by the United States Bureau of Standards and the Society of Automotive Engineers. Balloons receive the right of way in the air over airplanes and dirigibles. The balloon corresponds in the air to a sailing vessel on the sea. Dirigibles, like auxiliary water craft, have the right of way over airplanes, which correspond to steam craft. Aircraft meeting head-on shall pass to the right. An overtaking craft shall pass to the right also. "Dangerous proximity" when approaching is set at 1,500 feet. A test for "night blindness" is included in rules for medical examination, and aviators are required to have a "good family history."

Gigantic Cable Span Carries City's Power

Raising of the longest cable suspension in the world and the enlargement of a lake requiring the burning of two hotels and several farm houses were engineering achievements in the construction of a new unit of the municipal power system of Tacoma, Wash. The added power made available will be transmitted over forty-four miles of line, part of which spans an arm of Puget Sound. Six cable strands weighing six tons each and capable of withstanding a strain of more than 60,000 pounds, were swung between two towers 311 feet high. The towers are 6,240 feet apart, the span exceeding in length those across the St. Lawrence river. It clears the water by more than 200 feet, at the lowest sag. The new unit will develop 50,000 horsepower and will cost $4,500,000. Tacoma has been in the power business since 1910. Its profits for the present year are placed at approximately $1,000,000.

Egypt Reads in Many Languages

There are published in Egypt 373 newspapers and periodicals of various kinds, two-thirds of which are Arabic, 44 French, 39 Greek, 10 Italian, 7 Armenian and 3 English, states a report by Trade Commissioner R. A. May, Alexandria. As a further indication of the polyglot population of Egypt it is interesting to observe, Mr. May adds, that there are other publications and periodicals appearing at regular intervals published in Maltese and a number in two or even three different languages, with alternating columns or pages in each language. Thus there are both newspapers and periodicals appearing in French-Arabic, English-Arabic, French-Albanian, French-Italian, French-Greek, French-English-Greek and Hebrew-Spanish. The circulation of non-Arabic Egyptian publications is estimated at something more than 1,000,000, while the circulation of all Arabic publications is about 3,000,000.

Young Japs Study War

April first marked the beginning of a course of military training for approximately 1,500,000 Japanese students between the ages of sixteen and twenty, according to an Associated Press news story. Each school and college in Japan will provide military instruction for its students. Starting at sixteen, each boy will have received 800 hours of instruction by the time he is twenty, when his regular term with the colors as a conscript begins.

Riff Armistice Expected Soon

A report from Paris states that an armistice on the Riffian front is expected to be declared soon, with peace negotiations following. It is also reported that Abd-el-Krim has begun discussions already through friendly Caids, and that these are sufficiently advanced to give hope of a formal armistice before long. After a conference of leading French officials it was admitted that the chances of getting peace discussions started are considered better now than they have been at any time since the start of hostilities.

Marshal Reports On Chicago Crime

A report from the United States marshal in Chicago, made public by the department of justice, recounts these activities during the last eighteen months: thirty carloads of criminals sent to Leavenworth; 18 breweries closed; 1,500 buildings padlocked; 2,000 "illegal purveyors of poison" convicted. The marshal said padlock orders for prohibition violations were being issued at the rate of twenty a week.

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EDUCATION IN ACTION

Wins Twenty-Third Consecutive Debate

The Boston University debating team won its twenty-third consecutive victory recently when it defeated the team representing the University of Arizona. Boston University had the affirmative side of the question "Resolved: That the states should ratify the Child Labor amendment." Dr. Daniel L. Marsh, president of Boston University, was the presiding officer. The judges included Professor H. B. Huntington, coach of the Brown debating team at Providence; Professor Herman Churchill, coach of the Rhode Island State College debating team, and I. Emerson Bicknell, coach of the Hope High School debating team, Providence. A large audience attended the debate, which was held in Boston.

Jersey Teachers Veto Compromise

More than 1,000 teachers, representing approximately 23,000 others in New Jersey, stormed the State House in Trenton recently with protests against the Appropriations Committee reducing the pensions and annuity allotment for next year from $2,500,000 to $1,413,615. The teachers refused to compromise on a proposal to name a committee of three actuarial examiners to study the situation, on a pledge that if neutral actuaries reported more than $1,413,615 were needed, the Legislature would provide more money next year to meet the deficit. The full amount is demanded. Comptroller Bugbee stated it was not necessary for the teachers to lobby for the appropriation, adding that while they represented 23,000 teachers, he was appearing for the 2,500,000 population of the state.

Modern Universities Not Guilty of Commercialism

President David Kinley of the University of Illinois defended the modern university, as an institution of ideals and service, against charges of commercialism, which he said had recently been made. President Kinley cited the recent discovery of the missing chemical element, No. 61, known as illinium, by Professor B. S. Hopkins, University of Illinois chemist, as a reminder that that institution, like many others, had made highly important contributions to the scientific world. He challenged "some published statements and certain comment that universities were existing for athletics alone, that there was not the old-time idealism present, or the same idea of service in the scientific world."

To Represent Yale at Ceremony in Athens

Yale University will be represented at the opening of the Gennadius library in Athens, Greece, by Clarence W. Mendell, Dunham professor of the Latin language and literature and dean-elect of Yale College. The Gennadius library in the American School of Classical Studies in Athens, the building for which was erected by the Carnegie Foundation, is the gift of Dr. Joannes Gennadius, a distinguished member of the diplomatic corps of Greece, and constitutes the most complete extant collection of literature on Greece as a whole.

College Curriculum Described as "Mess"

"The average college curriculum is a mess," said President William Allan Neilson of Smith, speaking recently to a group of alumnae about some of the difficulties besetting the curriculum revision which Smith now contemplates. "It is the result of compromise, and compromises are nearly always indefensible logically, educationally, psychologically, and every other way. It is a kind of mirror of the forces in the faculty which stand for different principles, the principle of concentration, for instance, and the principle of distribution," he declared. He added that he believed one of the fundamental vices of college and university organization in America is "departmentalism."

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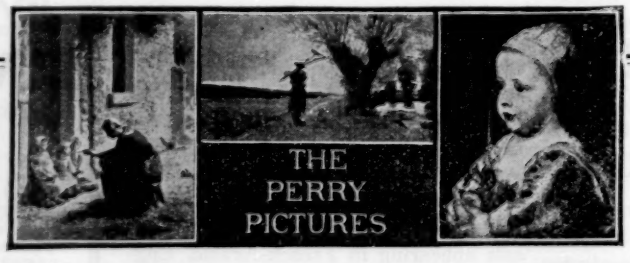

Feeding Her Birds, *Millet* End of Day, *Adan.* Baby Stuart, *Van Dyck*

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Winthrop Teachers Elect Officers

The Winthrop, Mass., Teachers' Association has elected the following officers for the ensuing year: President, N. Eliot Willis, master of the new Junior High School; vice-president, Walter H. Donahue; secretary, Alice White; treasurer, Lillian S. Wilkins; executive board, Florence C. Marden, Katherine Turner, Dorothy A. Higgins, Gertrude Merry, Eleanor Cummings and Helen C. Taylor.

Resignation of School Head

Stephen P. Cabot has resigned as headmaster of the St. George's Episcopal School of Middleton, R. I. The resignation has been accepted by Rt. Rev. William DeWolf Perry, bishop of the Rhode Island diocese. Mr. Cabot has been associated with the school for twenty-five years. He is a native of Brookline, Mass., and is a graduate of Boston private schools and of Harvard.

Learning 3 R's At Age of 71

In order to avoid an "uninteresting old age" and keep his accounts straight, Adam Berry, a retired farmer of Council Bluffs, Ia., at the age of seventy-one is learning to read, write and "figure." Until his wife died she always kept their accounts and handled the correspondence. He spends four hours daily with a private teacher.

Ask Military Drill Be Made Optional

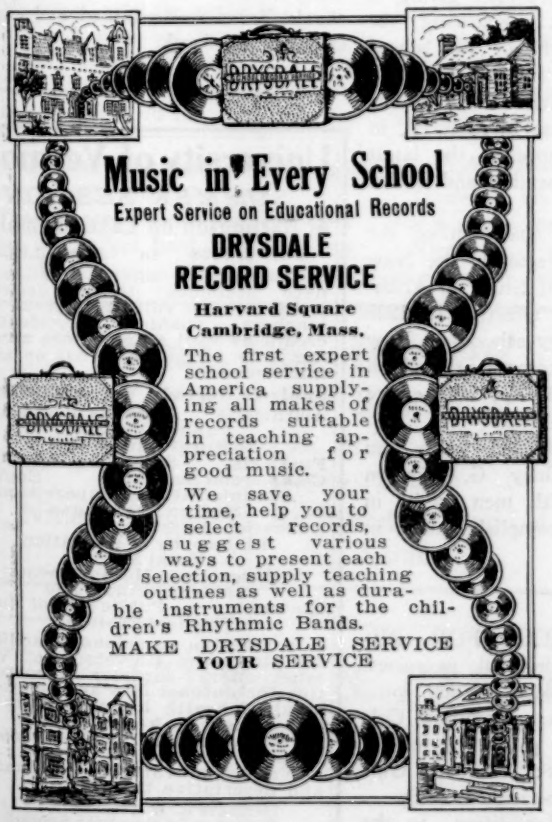
Growing opposition to compulsory military training at Cornell has borne fruit in a petition to the authorities asking that drill be made an optional course. At present four terms of military drill are required for graduation. Opponents of compulsory drill contend that it is of little value either as an instrument of national defence or as physical training.

Safety Education Is Given Emphasis

On February 20 the first general meeting held in connection with the annual conference of the National Education Association at Washington was devoted to the subject of safety education. Dr. Guy M. Whipple introduced the 1926 Yearbook of the National Society for the Study of Education and opened the discussion of Part I on "The Present Status of Safety Education." Dr. Zenos F. Scott, superintendent of schools, Springfield, Mass., read his paper on "How Springfield Handles Safety Education." A. W. Whitney, vice-president, in charge of education of the National Safety Council, discussed the "Safety Movement in its Relation to Education." Dr. A. B. Meredith, commissioner of education for Connecticut, and Dr. Charles H. Judd, director of the School of Education at the University of Chicago, also presented their opinions. A series of papers and informal discussions dealing with various phases of the practical application of safety education were given at meetings held during the morning and afternoon of the same day.

Three States Have Nautical Schools

Nautical schools are maintained by the States of Pennsylvania, Massachusetts, and New York for the training of officers in the merchant marine. The course is open to boys between seventeen and twenty years of age, of good character, who have completed the elementary grades, and who are physically and temperamentally fitted for life at sea. Instruction is given in seamanship, marine engineering, and the construction, equipment, and sailing of vessels; practice cruises constitute an important part of the preparation for a seagoing career.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NEW NEW NEW NEW NEW NEW

The BOOK TABLE

READING OBJECTIVES. A Guide Book to the Teaching of Reading. By Charles J. Anderson, assistant state superintendent of Wisconsin; Isobel Davidson, director of Elementary Education, Elizabeth, New Jersey. Chicago: Laurel Book Company.

Mr. Anderson has attained more than Mid-West reputation because of his range of professional leadership on the platform and in writing books for teachers and for class use. He is always looking ahead, leading those who think after their leader rather than thoughtlessly following him. One's personality is as much magnified by the character of his disciples as by his own characteristics.

Miss Davidson has established herself in wise and skilful leadership in a compact state, where teachers and principals have demonstrated unprecedented independence in professional thinking and acting.

In "Reading Objectives" these authors of exceptional tact and talent have presented several important new professional trails and have made old paths attractive.

ABRAHAM LINCOLN, THE GREATEST OF GOOD MEN, THE BEST OF GREAT MEN. For Boys and Girls. By U. J. Hoffman. Cloth. Abundantly Illustrated. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

U. J. Hoffman, assistant state superintendent of Illinois, has spent most of his life in Springfield, Illinois, the city with which Abraham Lincoln's professional life was associated, and he has known many neighbors and friends who were neighbors and friends of Mr. Lincoln, and he has lived in the atmosphere largely created by Mr. Lincoln and made sacred by his memory.

Mr. Hoffman's writing is always clear and impressive, and in "Abraham Lincoln, the Greatest of Good Men and the Best of Great Men," his style is heightened by the skill with which he has selected incidents and illustrations most captivating to children.

THE IROQUOIS ARITHMETICS FOR SCHOOL AND LIFE. A Three-Book Series, Grades Three to Eight. By Harry DeW. DeGroat, principal of the State Normal School, Cortland, N. Y.; Sidney G. Firman, superintendent, Glen Ridge, N. J.; William A. Smith, superintendent Hackensack, N. J. Iroquois Publishing Company, Inc., Home Office: Syracuse, N. Y.

We know of no other publishing company whose name is a slogan. Referring to the name, the president, E. F. Southworth, says:—

"In days gone by the mighty Iroquois spread their influence in all directions and bent their utmost energy to achieve those things which they accounted great. And we, taking their name, do devote ourselves to what we know is good—and believe that by *keeping our standard high, our influence, too, will spread.*"

Arithmetic still holds a large place in the grades from three to eight, and professional supervisors, principals and teachers are ever alert to find some one who has discovered a way to have all children enjoy practice in their lesson assignments.

Principal DeGroat, senior author, has achieved great things at Cortland, raising that school to near the top in the state in enrollment and in equipment and faculty personnel giving it national prominence. Knowing the classroom achievement of his school as we do, we were fully prepared to find the "Iroquois Arithmetic" on the firing line of progress in material, in presentation, in devotion to the latest in the science of education and in the art of teaching.

Dr. DeGroat was chairman of the committee which prepared the New York State Course of Study in Arithmetic which became effective in 1925 for all the elementary schools in New York State. That committee made a very exhaustive study of the entire field of modern arithmetic.

Dr. DeGroat associated with him Superintendents Sidney G. Firman and William A. Smith, men skilful in having teachers accomplish much in class work.

GERMAN GRAMMAR FOR BEGINNERS. With drill exercises. By Edward Franklin Hauch, professor of German, Hamilton College. Cloth. 184 pages. Price, 95 cents. New York: Oxford University Press, American Branch.

This is the latest addition to the Oxford German Series, of which Professor Julius Goebel of the University of Illinois is general editor. Dr. Hauch, the author, is well-known among the German teachers of the United States for his pedagogical and professional sanity. The book is intended for absolute beginners, and consists in the main of a grammatical summary of German, with well-constructed drill exercises upon the material presented. The more complicated questions of grammar and syntax are reserved for later treatment; both summaries and exercises contain only material suitable for study in the earlier stages of the course. Pronunciation is dealt with in an unusually full introduction in which the scientific and the practical are nicely blended. Professor Hauch recommends that the students be required to learn German rimes from the very beginning as an aid to correct pronunciation and as an introduction to oral work. He also advocates an abundance of reading, starting almost at the inception of the course, with oral practice based thereon. The explanations of grammatical points are clear and precise. The exercises show the deft hand of the experienced teacher. A few proverbs, some fables, and a number of well-chosen selections in verse and prose are provided. German-English and English-German vocabularies and an index are included. The book will be useful for grammatical review purposes as well as for the beginning student. Dr. Hauch deserves our thanks for a well-planned and capably executed textbook.

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Cooking to Music

An itinerant preacher put up at a comfortable farmhouse and was entertained hospitably by the whole family. On Monday morning before breakfast the farmer's wife asked him how he liked his eggs.

"Medium," was the reply.

Soon the preacher heard the good lady start singing "Nearer, My God, to Thee." She sang three verses and stopped, bringing in the eggs from the kitchen.

"What was the matter with the fourth verse?" asked the preacher.

"Three verses are for medium—four verses makes 'em hard boiled," was her reply.—Common Sense.

Apples Don't Count

Grandpa had come to visit his little grandson. Wishing to find out how the boy was getting on at school, he asked:—

"If you had ten apples and I gave you two more, how many would you have altogether?"

"I don't know, grandpa," replied the young hopeful; "we always do our sums in beans."—Pittsburgh Chronicle-Telegraph.

A Business Proposition

Uncle to his little niece—"I'll give you a nickel for a kiss?"

Niece—"No, thank you, I can make more money taking castor oil."

Cheerful

"What does the professor of chemistry get?"

"Oh, about $3,000 a year."

"And the football coach—"

"About $12,000 a year."

"Quite a discrepancy."

"Well, did you ever hear 40,000 people cheering a recitation in chemistry?"

Sometimes

A teacher was telling her class little stories in natural history, and she asked if any one could tell her what a ground-hog was. Up went a little hand waving frantically.

"Well, Tommy, you may tell us what a ground-hog is."

"Please, ma'am, it's a sausage."

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Youth and the Radio

Dr. Sanger Brown II, chairman of the New York State Commission on Mental Defectives, blames the movies for the youthful crime wave, and declares the films are weakening the minds of youths who attend them indiscriminately. Will Hays, however, needn't feel downhearted, nor Hollywood close shop because of the indictment. The same thing has been said before and frequently, and will be again, but there still is hope that the cinema may be forgotten or exonerated as the blame is shifted.

The motor car, in later years, has been touched by the stigma. Learned jurists have named the gasoline wagon as cause of vice and crime. Youth has been depicted as joy-riding to the bow-wows and motors placed with other factors that menace the future of the race and shake the bulwarks of the republic..

Thus it is apparent that the picture producers need not hide their heads in shame, or include sackcloth and ashes with the spring styles. Whatever their influence, they have had competition, and still have.

There is a chance, too, that the radio will relieve the situation confronting the silver screen. Radio is becoming epidemic. That sort of thing can't continue without some uplifter arising to tell the world that the radio is demoralizing our youth and striking at the foundations of the nation. Those who are given to viewing with alarm are sure to see something whether it is there or not.—From the St. Louis Post-Dispatch.

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Meetings to Be Held

APRIL

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

22-23: Wisconsin Association of Directors, Madison. A. G. McCreary, secretary, Beloit High School Building, Beloit, Wisconsin.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

MAY.

17-22: American Child Health Association, Atlantic City, N. J. Herbert Hoover, U. S. Department of Commerce, Washington, D. C.

17-22: American Health Congress, Atlantic City, N. J. National Health Council, 370 Seventh Avenue, New York City.

JUNE

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 423 Chamber of Commerce Building, Columbus.

28-July 4: National Education Association, Philadelphia, Pa.

JULY.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

SEPTEMBER

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Minnesota Education Association at St. Paul. H. E. Bell, Luverne, Minn.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg.

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

DECEMBER.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

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